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ABSTRACT

A statement of valid, acceptable goals and optimum characteristics of foreign language in the elementary school (FLES) is embodied in a section on guidelines for the subjective evaluation of FLES programs and in a field survey evaluation form. Description of ways and means of achieving the stated goals and specifications for measurement and evaluation instruments are included in the report. The taping of a FLES class and tests to measure individual pupil achievement are emphasized. (RL)

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GUIDELINES FOR THE EVALUATION OF FLES

Report and Conclusions of A Work Conference of Specialists to Develop Valid and Acceptable Guidelines for the Evaluation of FLES Programs

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I. INTRODUCTION

1.1 The Problem

Need and Complexity

With increased interest in FLES and with the great variety of situations under which FLES programs operate there is a mounting demand for proper means of evaluating FLES objectively. This evaluation must take into account the following situations and combinations thereof: teaching by television, sound film, or sound filmstrip; exclusive use of special teachers; classroom teachers who are qualified in the FL; untrained teachers, plus specialists; native speakers without professional training; untrained teachers without specialists; classes using student books; classes using no books in the hands of the students; use of other electro-mechanical equipment.

Some self-evaluation studies have been made of FLES programs, but nothing approaching a standardized instrument for such evaluation has been designed for objective use.

Search for Dependable Information

Instead of partisan apologies or criticisms of FLES, an increasing number of administrators, school boards, teachers and parents are asking for dependable information. The following questions are crucial in this connection:

What are the decisive features that characterize the superior FLES program? What identifies good teachers, good classes, good materials? In terms of elementary school philosophy and practice, what can FLES accomplish?

Evaluative Procedures to be Sought

In order to meet this demand for dependable information it was necessary to explore with the aid of specialists evaluative procedures that would be acceptable and valid. These procedures should permit the development of maximally objective means of evaluating (A) a FLES program as a whole without rating any particular class or teacher of the program; (B) Any teacher and class as a whole without scrutiny of the students individually; (C) any student or sampling of students..

Objectives of the Conference

The specific objectives of the conference were to prepare through work papers and discussions (A) a statement of valid and acceptable goals and optimum characteristics of FLES. This statement is embodied in "2. GUIDELINES FOR THE SUBJECTIVE EVALUATION OF FLES PROGRAMS" and in the Appendix, "The Field Survey Evaluation Form," referred to as SEF; (B) a description of ways and means of measuring the achievement of these goals; and (C) specifications for measuring and evaluating instruments combing practicality of use with maximal validity and acceptability.

1.2 The Work Conference

Advanced Distribution of Notes on an Agenda

In order to obtain maximum benefit from the conference itself, a list of goals, criteria of achievement and types of evaluation instruments were compiled from various sources with the cooperation of the U. S. Office of Education. This list separated matters concerned with the evaluation of a program, a teacher and class, and the individual student. This list was sent to the participants for their written comments in advance of the conference, and their comments were circulated among the participants before they came to the conference.

Main Topics Discussed

For the purpose of guiding the discussions the conference was divided into four one-half day sessions, each dealing with one of the following topics in the order listed: (A) goals and desirable features; (B) ways and means of evaluating the achievement of these (drafting of guidelines for field survey evaluation); (C) outline and description of proposed instruments and crucial experiments; (D) refinement of above (E) above and drafting of the guidelines for eventual production of an objective means of evaluation.

2. GUIDELINES FOR THE SUBJECTIVE EVALUATION OF FLES PROGRAMS

2.1 Goals and Desirable Features

FLES is defined as foreign language in the elementary school from kindergarten through the sixth grade.

Goals

Though it is expected that FLES will have variable, desirable, educational outcomes as described below, the main justification for FLES and the chief goal is functional use of the foreign language as a system of skills--listening, speaking, reading, and writing (writing in the strictly limited sense of copying or reproducing from memory or dictation completely known materials).

Speaking and listening are the primary objectives of FLES. Reading and writing may be included for groups of gifted children and should not be forbidden in other cases if taught as secondary skills to the primary skills of speaking and listening.

To insure proper emphasis and yet allow flexibility, speaking and listening should always be included in testing and evaluation; measuring instruments for reading and writing should also be provided for those programs that include these skills as part of their objectives in addition to speaking and listening.

Since there is considerable variation in length and frequency of FLES classes, the testing and evaluation of FLES achievement should be based on clock hours of instruction rather than on years.

Evaluation

Three approaches to the evaluation of FLES programs are recommended: (1) a field survey evaluation (see the SEF) and recording of a class, (2) objective measures of achievement, (3) controlled studies and experiments to measure other outcomes of FLES.

There was not complete agreement as to the exact emphasis to be given to desirable outcomes other than the language skills. It was agreed that FLES was justified if it resulted in either more language learned or better quality of language achievement. The expected greater ability to learn other languages later, if confirmed, would be a very desirable outcome. Improved attitudes toward the target culture are also desirable outcomes. FLES must be justified, however, as a language teaching activity. Other desirable outcomes should be considered and reported, but not as the main justification for FLES. FLES is not to be construed as an alternative to social studies or other subjects, since its main justification is language achievement.

FLES must at the same time contribute toward the overall aims of elementary education, and must not be in conflict

with them. Evidence that this is the case may be relevant on the same basis as for any other subject or activity undertaken in the elementary school.

Achievement

Speaking and listening do not mean merely learning words but using the sounds, forms, and patterns of the language with a minimum vocabulary sufficient to operate the patterns in indentified situations. Reading and writing are the ability to use the written representation of patterns that can be used meaningfully by the pupils.

It was agreed that there is a tendency for teachers to teach toward an outside test. If the test is comprehensive and valid, the best preparation for the test is learning the language. Studying a test is not learning the language.

Teaching streams at different starting points

Since foreign language may be started in elementary school or kindergarten, in the 7th grade, the 9th grade, or in college, and since methods and achievement must need ? differ, the goals and desirable outcomes of FLES (K through 6th) will not be most fully realized unless provision is made to handle these pupils separately from those starting foreign language in the 7th grade or later. A desirable feature of a FLES program, therefore, is adequate provision to continue the foreign language where the pupils are rather than starting all over again as if they had never studied it.

Good pronunciation

Because of the greater ability to achieve authentic pronunciation of a foreign language through imitation at elementary school age than at later stages, the achievement of good pronunciation is one of the desirable goals of FLES. Words can be learned later with equal or greater facility, but pronunciation cannot.

Corollary. Providing good models for pronunciation is crucial in a good FLES program or class.

Good grammatical constructions

Again because of the ability during elementary school age to achieve authentic grammatical constructions in the use of the foreign language, this achievement is one of the important goals of FLES. This ability dimishes later.

Corollary. A good FLES program must provide good, authentic grammatical models.

Effect on other learning and development

There was considerable discussion concerning the responsibility of FLES toward goals other than teaching the language itself. Some participants felt that to demand such indirect outcomes of FLES was not justified since they are not specifically demanded of other subjects taught in elementary school.

After review of various studies in progress or recently completed, showing general improvement in other subjects,

friendlier understanding among cultural groups in communities where distrust and isolation prevailed in the past, etc. it was agreed that a good FLES program should carry some action research to determine what outcomes are being achieved.

It was agreed that FLES was not intended to produce language specialists but to contribute to the fuller education of elementary school pupils through language study. FLES can contribute in unique and measurable ways: e.g., (1) ability to learn additional languages, (2) sympathetic respect for differences represented by minority groups, (3) willingness to maintain high quality of language skills aquired through early exposure to FLES.

2.2 Guidelines for the Survey Evaluation Form

The Field Survey Evaluation Form--SEF

Guidelines for a field survey evaluation form were discussed in detail at the conference. On the basis of these discussions a tentative field survey evaluation form was prepared by the chairman and mailed to the participants after the conference.

Written comments by the participants were incorporated into a revised final form which was then mimeographed and sent to the U.S. Office of Education, the participants and to a number of interested persons who wrote in for it. It is made part of this report as the Appendix.

The following statements interpret and expand the items included in the SEF. Although the success of FLES is chiefly to be measured by pupil learning, there are features of a FLES program that can be rated or described as good or desirable without measuring pupil achievement directly. Among these are (I) the scope and range of the FLES program, i. e. when and for how long FLES is set up, (II) the qualifications and effectiveness of the teachers, (III) instructional methods and devices, (IV) facilities and materials, (V) provision for evaluation, (VI) organization, supervision, and in-service training.

These matters are included in the SEF without comment or indication of what is desirable. Following is a brief discussion of each item. The numbers in brackets refer to the items of the SEF to facilitate cross reference, but the discussions can be read without reference to the SEF for the subjective evaluation of a FLES program or class or for general information concerning FLES.

[I] Identification and Scope

Items [I.I] and [1.2] identify the school system or class and require no comment.

[I.3] What language or languages for FLES? This is not a crucial question. The language or languages

taught in FLES can best be determined by the local situation, local teacher resources, the desires of parents, etc. Whatever the choice, the pupil will experience communication through a language other than his own, and that is a decisive criterion.

[I.4] At what grade level should FLES begin? At the third or fourth grade level, or earlier if possible. There was a strong feeling for starting as early as possible, because age ten brings a change in learning characteristics for language. At age eight the ear can be trained effectively to the foreign language. Starting after the fourth grade was not considered really FLES.

When a new program is instituted, it is less disruptive to start with the beginners--say third grade or fourth--and build up rather than start at the sixth grade and build back. Building up gives fewer different streams and is therefore less complicated to administer.

[I.6] How Long and how frequent should FLES Classes be? FLES classes are normally 15 minutes long in grades 1, 2, 3, and 4 and meet every day. In grades 5 and 6 the classes may be longer. They are usually held in the regular classroom. There may be some advantages in going to another room, especially if the surroundings can be made to suggest the foreign culture.

[I.7] How many pupils can be assigned to a class and how many classes to a teacher? If all pupils participate in FLES, the size of the FLES classes will have to be the same as that of the regular classes. If the teaching is done by a language specialist, a reasonable maximum load is eight classes per day and a total of 250 to 300 pupils to be met daily. It is important that these classes be scheduled with sufficient time between them to allow for the minor delays necessary to the beginning of the language class. Language specialists can handle up to ten classes per day.

[I.8] Should all pupils be allowed to participate in FLES? In most programs FLES is for everyone. There is no valid criterion thus far to predict that any particular pupil will not do well in FLES. Much less is there any valid way to predict that particular pupils will not benefit from participation in FLES. There is some indication that pupils who are otherwise weak may improve generally through FLES and do well in it.

[I.9] Should pupils be allowed to drop out of FLES? A small percentage of pupils (often at the upper and lower extremes of ability) prefer not to continue after two years of FLES. It is best to allow them to withdraw, and to make ad hoc provisions for them.

[I.10] What provisions should be made to continue the FL in junior and senior high school? For best success a FLES program once started should offer continuity through elementary school and on to junior and high school.

[I.11] Should FLES pupils be handled differently when they reach junior high school? Provision should be made to handle these pupils differently from those who begin a foreign language in the 7th grade. The FLES pupils should be continued where they are, rather than starting all over again as if they had never studied it. Of the various possible ways to do this, providing separate sections is the most desirable. Different materials or different assignments are possible also.

[II] The Teacher

[II.1] This item serves to qualify the answers given in the SEF. Evaluation of the teacher was discussed at the conference with the following conclusions: Direct observation of a class was expected. Observation on any one day of class might not give a fair picture of the program since it may be a non typical day. Interviewing the teacher before or after class in addition to viewing the class was recommended.

The conference was against having students evaluate the teachers. This view was based on research showing negative correlations between rating by students and size of classes in universities--students rate higher the teachers in small classes.

[A] Specialist teacher (or amateur teacher who acts as model)

[II.2-8] Successful teaching of FLES is done by the specialist teacher, the classroom teacher or even amateurs pressed into service exclusively for FLES. The following criteria are more important than the classification: The teacher should enjoy working with children, and show competence in the language, training in second

language teaching to children, and the ability to lead a classroom successfully.

Items 2-6 rate competence in the language.

"Superior" represents near native or native pronunciation and use of structure, full comprehension, and normal fluency.

"Adequate" represents a wide band enclosing all those who handle the language in the usual manner of the non-native speaker who has attempted to master it through classroom study.

At the upper end of this band are those who have achieved fluency but are not accurate enough to be considered "near native." At the lower end of the band are those who cannot speak freely but can and do prepare the sentences of the lesson to a point where students can imitate them safely, i.e., with phonemic and structural accuracy. In this rating are included those teachers whose speech shows some phonemic distortions but are attempting to overcome them.

"Poor" also represents a wide band enclosing those who have studied the language but who cannot speak the sentences of the lesson with anywhere near phonemic and structural accuracy. Those teachers should not be used

as models for the pupils to imitate. This category includes those who make an effort to prepare the sentences of the lesson without achieving minimum adequate accuracy and those who might achieve this accuracy but do not prepare the sentences for imitation by the pupils.

At the lower extreme of the band are those teachers who do not know the language at all. Rather than create another category, they are included under "Poor" which means "inadequate" or "unsatisfactory."

[II.7] Culture. "Superior" represents a specialist teacher who has studied or observed the culture systematically, shows understanding of it and supplies relevant authentic information in connection with the language.

"Adequate" includes the teacher who attempts to find and use relevant authentic information concerning the culture in connection with the lessons. This category implies that the teacher is culturally mature enough and unbiased enough to reject both the pejorative clichés popularly assigned to the culture and the romantic clichés that may entertain the class but give the student a false notion of the target culture and its people.

"Poor" includes lack of minimum cultural information to support the lessons or disregard for it. It also includes teachers who merely reflect either pejorative or romantic but false clichés as the culture.

[II.8] Professional preparation."Superior" represents high competence and experience as a teacher, the special competence in teaching a second language to children, plus the ability to use effectively the new audio-lingual teaching techniques. Good teachers who attend a special NDEA institute for FLES teachers should, if they know the language, rate here. A superior FLES teacher is one who could be used to demonstrate FLES teaching.

"Adequate" encompasses teachers who have had some preparation for FLES and are able to teach satisfactory FLES classes but lack the understanding or brilliance to supplement and vary the lessons to fit a particular class.

"Poor" indicates the need for improvement because the teacher does not apply the special techniques of FLES, or does not know the special problems of second language teaching.

[B] Classroom Teacher

[II.9-11] When FLES is conducted by the classroom teacher it is understood that speaking ability by the teacher is a criterion of goodness even if a good model is provided for the students on tape, records, sound film or TV.

Since the teacher may not have achieved the same degree of competence in pronunciation, grammar, and fluency, the three should be rated separately as superior, adequate, or poor.

"Superior" means pronunciation and grammatical construction that can safely be imitated by the pupils, i.e., "near native" in the sentences of the lessons. Fluency is rate of flow of speech.

"Adequate" includes classroom teachers who though not fluent or near native in pronunciation or grammatical construction make a successful effort to imitate the basic material of the lesson and can correct the students intelligently.

"Poor" means unsatisfactory because the students are mislead by the teacher through grossly inaccurate rendition or inability to guide or drill the students. It should be noted if teachers who fall into the category of "poor" are taking the necessary training to improve their ability in speaking the target language.

[III] Instructional Methods and Devices

[III.1] Seating Arrangements. Supposedly a circular or oval arrangement of the seats is desirable because it permits maximum participation by the students. But the arrangement is an instrumental consideration, since a class with intensive active participation by the student can be achieved in a room with fixed seats facing front. Also, unless the FLES class has a separate room all to itself, it would not be significant to rate it on the room arrangement of the seats. The matter of arrangement can be considered a desirable criterion, but may not be applied to degrade a FLES program.

[III.2] Use of TV. The use of TV in FLES is still experimental. Much work is needed before the proper role of this medium can be professionally described.

Complete mastery of a language requires interpersonal communication. This is to say that TV alone cannot achieve full teaching of a language. Auxiliary systems such as TV, however, can provide for certain aspects of language development, e.g., (a) authentic speech models, (b) visual contact with another culture, (c) enriched experiences that may not otherwise be provided in the average FLES classroom.

The mere fact of the use of TV is not enough to assure these advantages. If TV is used, is there concern for the quality of picture and sound, for maintaining optimal viewing conditions and for providing adequate follow-up, including teacher familiarity and involvement with the program?

TV is a medium of instruction, a device, not a method. The use of TV does not relieve a FLES program from responsibility for good materials properly presented.

[III.3] Use of electro-mechanical devices. Is the use of electro-mechanical equipment to be recommended? There are already indications from preliminary research that a limited use of such equipment can contribute to the child's learning: by providing authentic models, by bringing to the class voices other than the teacher's, by providing supplementary practice for fast, eager learners, and for teaching songs, and playlets. There is need for much more research to exploit the full possibilities of such equipment.

[III.4] Learning activities of pupils in class. Hearing and speaking are the chief learning activities in FLES. Reading and writing may not be included in FLES or they may have a secondary role. High percents of hearing and speaking time are desirable, with accompanying low percents of or complete absence of writing time.

If the lessons follow a cycle the typical proportion of the learning activities should be considered, and not that of an unusual day. In any event, the proportion of hearing and speaking should be overwhelmingly greater than any other activity.

[III.5] Is most of the time spent talking the target language? This is a more pointed way to highlight the importance of speaking the target language. This includes the teacher. A FLES class in which all or nearly all the time is spent talking the foreign language is more effective than one in which English is spoken all or nearly all the time.

[III.6] Use of English in class. English should not be used or should be used as little as possible. If English is used, it is least objectionable as a check on comprehension of new words or sentences.

English should not be used as a medium of instruction because it renders superfluous the use of the target language as a medium of communication, which is its chief function.

Mixing both languages is to be avoided.

When FLES is taught by a specialist teacher, there is much to be said for complete identification of the teacher with the target language from the greeting on

entering the class to the leave-taking at the end. Learning the language then has the very real purpose of communicating with the teacher.

The classroom teacher cannot pretend she does not know English, but she can establish the rule that during the FLES class she does not speak or understand English.

[III.7] Corrections by the teacher. One of the most important functions of the FLES teacher is to correct the student's errors. "Superior" means that corrections are given immediately after the completion of the utterance by the pupil. A correct response is supplied and a hint or pointer guides the pupil to detect and correct his error.

"Adequate" represents accurate corrections without the brilliant ease of the skillful teacher.

"Poor" includes lack of correction of student errors or inaccurate and misleading corrections. Also included are emotionally charged corrections that unduly antagonize the pupils.

[III.8] Does the teacher involve the entire class in participation? Maximum participation by the class is essential.

"Superior" is enthusiastic recitation as a group and individually.

"Adequate" is group and individual recitation when called upon but without the enthusiasm and readiness of the superior group.

"Poor" includes a monopoly by the teacher without active participation by the class, or long recitations by individual students delivered imperfectly while others listen passively.

[III.9] Proportion of teacher talk to pupil talk. Pupil talk is the best measure of a successful FLES class. More pupil talk than teacher talk is "superior." About equal pupil and teacher talk is "adequate." More teacher talk than pupil talk is "poor"

[III.10] Mastery of the dialogues, stories and drills. Language learning is overlearning. The pupils need to master the typical sentences of the dialogues, stories and drills so well that they can rattle them off without having to divert their thought to the grammar or pronunciation involved. The pupils attention should be free to concentrate on the content, the message, the meaning, the attitudes.

"Superior" is full memorization to a point where the lessons proceed without apparent effort.

"Adequate" is deliberate practice from memory with the usual hesitations of pupils striving to learn.

"Poor" indicates unsuccessful effort at memorization through lack of proper techniques, or time.

When no attempt is made to teach and learn the basic material to the level of memorization, an unsatisfactory FLES situation may exist.

[III.11] Symbolic use of the target language. Language use does not reach its full power when referring only to what is physically present in the classroom. Referring to what is visibly present provides an intermediate step to fuller symbolic use of the language to refer to a wider range of experience. The FLES class must provide for this fuller use of the language within the maturity of the pupils.

[III.12] Variety of techniques. Variety of technique is necessary to maintain interest at all levels of teaching; variety is particularly important in FLES. Variety can be achieved in many ways. Thus merely counting the different techniques employed by a teacher would not be sufficiently revealing except at the extremes.

Variety is thus tied to maintaining interest. "Superior" represents teaching that maintains students so interested that they are not aware of transition or formal devices to produce learning.

"Adequate" is a class that maintains interest in the normal atmosphere of a classroom at that level.

"Poor" refers to some loss of interest or an overly passive attitude of the class through monotony of presentation.

Poor variety of technique may also be revealed when a number of individual pupils lose interest and become distracted.

[III.13] Pace of the lesson. The best lesson will fall flat and bore the pupils if the pace is too slow. If the pace is too fast or too irregular for effective learning, it will be equally ineffective.

[III.14] Rate of introduction of new material. There is a broad range within which the rate of introduction of new patterns, words, contextual areas is effective to maintain interest and achieve mastery. Within this effective range of presentation, the adaptation to the particular class or program may be "superior" or "adequate" depending on many factors which cannot always be controlled.

Unsatisfactory rates of introduction of new material fall both above and below the effective range. Introducing too much material too fast results in inadequate mastery and consequent lack of interest, and mounting frustration and antagonism. Too slow a rate of new material results in lack of interest and insufficient coverage of the basic structure of the language

The rate of introduction of new material must be tied to mastery and interest on the part of the student rather than to superficial interest on the part of the casual visitor.

[III.15] Teacher's speed. Since FLES pupils are characterized by their power to imitate models, it is particularly important that the models be authentic. Teachers should guard against artificially distorting their speech by slow unnatural delivery, exaggerated intonation levels, etc.

Deliberately slowing down a model and splitting an utterance into words, syllables or separate sounds is useful in shaping a response until it is fully satisfactory. This technique, however, is not complete until the model and the response are brought back to normal speed and length.

[III.16] Use of pattern drills versus grammatical explanations. Abstract grammatical rules are particularly ineffective as a teaching device in FLES. Structure pattern drills are the way to mastering the patterns of the target language at this level. A good FLES class has a maximum of oral pattern drill and a minimum of grammar explanations.

[III.17] Use of choral response. Choral response is a desirable learning activity in FLES. It gives a maximum of practice to all the pupils. It allows the best students to respond fully as soon as they are ready. It permits the slower pupils and those that are more timid to attempt partial responses with the group before having to respond fully individually.

These favorable features outweigh the negative ones, e.g., that a pupil may practice an error without detection, that he may not practice, etc.

As a matter of fact, an experienced teacher can detect many individual errors even in choral recitation. Following up choral recitation with selected individual recitations returns the class to individual communication, which is the desired outcome. To begin a drill with individual recitation inhibits the pupil and interferes with learning.

Since there are many types of choral response besides merely repeating a model, a FLES class that uses a variety of drills is desirable. Choral response should include anticipation drills of various types.

[III.18] Transition from choral response to individual response. A highly effective sequence in oral drill begins with choral response to a model or cue until the class seems to have mastered the response. This is followed by

individual responses for checking. The teacher then uses the pattern for communication with pupils and ends the drill by having pupils communicate with pupils.

This complex sequence can be carried out with ease and effectiveness with a resulting "superior" performance; it can be performed "adequately" without brilliance, or it can be performed quite imperfectly with loss of interest, lack of involvement of the class, etc. Some FLES classes may not attempt this sort of sequence at all with consequent loss of effectiveness.

[III.19] Concern for accuracy of pronunciation. Since better quality of pronunciation is one of the important outcomes expected of FLES, there must be concern for accuracy of pronunciation. This is shown first by providing accurate models. It is shown next by adequate correction of student errors. It is shown by proper recognition of good pronunciation by the pupils. When these and other evidences of concern for accuracy of pronunciation are woven smoothly into the FLES lesson, the rating is "superior." Concern for pronunciation without the fine performance implied in the above is still "adequate." "Poor" and needing improvement in this respect is a class in which the pupils are misled to inaccurate pronunciation through inaccurate models or instruction.

[III.20] Vocabulary in context. It cannot be over-emphasized that words in isolation do not constitute a language. A common misconception of the task of learning a language is to assume that it is a matter of learning a number of words a day for a number of days. A FLES class that teaches words in isolation to any extent is a "poor" class. A class that teaches words in sentences is "adequate." If the words are successfully integrated into the lesson so that they are learned in their normal structure and are used in communication situations, the class is "superior."

[III.21] Talk is emphasized. The chief goal of FLES is functional use of the foreign language in listening and speaking. A class cannot achieve this goal unless talk in the target language is emphasized. Songs and games are good supporting activities, but they must not displace talk as the central activity. If a FLES class deals only with songs, games, etc. to the exclusion of talk, it is unsatisfactory even if the songs and games are authentic.

Songs and games that are not authentic, e.g., that are not known in the target culture, are not desirable. A class that uses them to any extent is a "poor" FLES class.

Emphasis on talk with supporting authentic songs and games constitutes "adequate" FLES instruction. A "superior" rating indicates general excellence within this area of adequacy.

[III.22] Abuse of translation. A FLES class is most successful if no translation is used at all. A good FLES class can use translation occasionally and still be superior. When translation is used as a language drill, as an important activity in the class, as the goal of the lesson, etc. it constitutes "abuse" of translation. The best remedy in such a case is to ban translation completely from the FLES class. It is far better that a class miss the meaning of something now and then but remain immersed in the target language than that they understand everything through translation and never operate in and through the target language.

[III.23] Abuse of grammar rule memorization. The capacity of children to learn through abstraction and generalization is much less than their ability to learn through direct experience. Hence, FLES must emphasize practice in listening to sentences and speaking them in meaningful situations. Memorization of grammar rules must play a very minor role in FLES if it plays a role at all. There is abuse of rule memorization when they are memorized before the class has learned to hear and say sentences in which the rule can be observed.

Highly successful FLES classes are those in which there is no explicit memorization yet the pupils are able to use the patterns correctly for communication. Occasional verbalization of some rules need not be considered undesirable

if the rules themselves do not become the goal of the lesson.

If the teacher is unable to keep grammar rules in a secondary tool role, it is better to forbid their memorization altogether.

[III.24] Use of visual aids. Visual aids can contribute effectively to FLES instruction, i.e., to language practice, to basic cultural content and to enrichment. Bulletin board exhibits, wall charts, slides, film strips and movies are part of the array of visual aids that can be used.

A good FLES program uses visual aids to support the lessons with authentic material. A poor program does not use visual aids at all, or uses them with misleading material, or in ways that interfere with practice of the language by the pupils.

[III.25] Clearly formulated objectives. Since there are so many ways in which FLES programs can lead to ineffectiveness, it is particularly important that the objectives be explicitly stated. The objectives should be in line with the chief goals of FLES and the potentialities of the school system.

An unsatisfactory program is one in which the objectives have not been explicitly stated and which shows evidence of being misguided. A satisfactory program shows evidence of moving toward desirable goals even if the objectives are not

stated neatly in writing.

[III.26] Preparation of the lesson by the teacher. In FLES as in any other teaching it is necessary to prepare the lesson for the particular class. When the teacher is unprepared, it can usually be observed by a visitor.

[III.27] Use of foreign language resources of the community. Communities which have foreign language groups can contribute to realism in FLES if cultural activities of such groups and appropriately selected native speakers are brought to the attention of the class directly or through newspapers, radio and TV.

The use of local resources contributes also to better community relations. The cultural resources can become a source of just pride.

A poor FLES program ignores such resources, or offends them by echoing the usual false chichés that ignorance tends to spread in culturally complex communities.

[IV] Facilities and Materials

[IV.1.2] Audio-visual equipment. A good FLES teacher can create a good FLES class without equipment. The same teacher might do better in a classroom equipped for use of audio-visual aids. Audio-visual equipment is not essential when the teacher is fully qualified, but it should be available and in use.

A tape recorder in good working condition is probably the most important piece of equipment that should be available. This permits the presentation of a variety of voices, the recording of class responses and special items of interest to a particular class, etc.

Next in importance is probably a record player to play commercially prepared records dealing with the language, the music, and its literature.

Film and slide projectors are handy tools for the FLES teacher. Other equipment such as opaque projectors, overhead projectors, teaching machines, etc. might be desirable but should not be thought of as standard required equipment for a good FLES class.

[IV.3] Materials. FLES pupils being of an age when they learn from concrete experiences better than from abstractions, a good FLES program makes intelligent use of realia, maps, travel literature, craft materials, calendars, foreign money, travel posters, post cards, stamps and other materials to give the lessons more realism and concreteness. Obviously, good FLES classes can be and are being taught without these supplementary materials, but having them will undoubtedly result in better teaching.

[IV.4] Books in English about the target culture. Attractive and readable books about the target culture

should be available to the pupils in the classroom and in the school library. These books should be adapted to the level and interests of the students and should reflect authentic information about the culture.

These books will have to be in the native language. Books in the target language would be preferable, but the pupils will not be able to read them efficiently as a rule, since reading is not a primary goal of FLES.

[IV.5] Good language models. This is a crucial item. Since preadolescent children have superior ability to learn a language by imitation, no FLES program can be satisfactory without good language models. If the teacher does not have native-like or near native pronunciation, there should be provision for good models through records or tapes. The sound track of TV programs is usually of poor fidelity and will not as a rule constitute an adequate model for imitation. A trained teacher or supplementary tapes or records will often be necessary.

A trained teacher with native-like or near native pronunciation will rate "superior." A teacher who prepares the model lessons carefully and controls her presentation so as not to introduce mistakes, or one who uses good records or tapes as models and knows the language well enough to guide the students and correct them, would be "adequate."

TV alone, without a teacher or with a teacher that does not know the language, would be "poor." Merely using a reader or a textbook is equivalent to providing no model at all, unless there is a trained language teacher conducting the class.

[IV.6] Aids to the teacher on pronunciation problems. The materials should give assistance to the teacher in identifying and dealing with pronunciation problems. The basic sentences or conversations should be given in phonemic or phonetic transcription with the intonation and stress markings for the non-native teacher. The typical distortions should be pointed out in the materials for the teacher, and suitable instructions should be given for exercises and articulatory hints to be used by the teacher as needed.

Simple instructions and clear notation pointed at the specific linguistic problems of the students on the basis of their native language habits would be "superior."

Instructions not taking into account the native language habits of the pupils or not particularly clear might still be "adequate" if they provide help for the teacher. Overly detailed descriptions or, at the other extreme, inaccurate or overly simplified statements might be rated "poor."

[IV.7] Content inventory of structure patterns. There should be a syllabus or content inventory showing proposed

coverage of the high frequency structural patterns. Without such an inventory the teacher will not have an easy check on the patterns taught and mastered and may fall into the error of teaching vocabulary as if it were the important thing to teach in FLES.

A full syllabus accurately presented from a linguistic point of view and readable for the teacher who is not a trained linguist will be "superior." A syllabus containing the basic linguistic inventory but not particularly simple in presentation might still be considered "adequate." A "poor" syllabus is one that is grossly inaccurate.

[IV.8] Mastering the patterns of sounds, words and sentences. A common weakness of FLES classes is to over-emphasize the learning of words as the chief goal. To counteract this weakness, the materials should provide for learning the patterns of sounds and sentences within a restricted vocabulary to a near-automatic facility in communication. In other words, the materials should provide for practice of sentences in conversational situations, and for the variation of these sentences to fit other situations. The materials should also provide for practice of the distinctive (phonemic) sounds of the language. Pre-adolescents have the ability to learn sounds and constructions like natives. They will lose this ability later.

Words alone are not language.

[IV.9] Representative situations in the foreign culture. Since some knowledge and understanding of the countries of the target language are desirable outcomes of FLES, the materials should reflect authentic and representative situations of the target culture. The dialogues, stories, or other lesson materials should be based on authentic and representative situations. If these materials are both authentic and representative they should be considered superior. Should they be authentic but perhaps marginal as representing the culture, they may still be adequate. If they merely reflect native language situations with target language words, they are poor.

[IV.10] Subject matter suited to age of pupils. In FLES more than in other types of teaching it is important that the situations, ideas, and vocabulary of the materials be adapted to the age group of the pupils. The most beautiful literature will be all but useless unless this principle is taken into account. If in addition to being adapted to the pupils the subject matter is worthwhile and beautiful, we have superior materials. Normal run-of-the-mill material is adequate if it is adapted to the pupil. Lack of adaptation to the pupils should be understood as meaning poor quality materials.

[IV.11] Grading as to difficulty. The materials used in FLES must be carefully graded for difficulty, and the grading must include grammatical patterns and cultural content as well as vocabulary. The best grading is that which takes into account the difficulty of the patterns, words, and cultural information on the basis of their similarity or difference to the pupil's native language and culture. Grading on the basis of frequency alone for vocabulary, complexity of grammatical patterns, and amount of information as to culture would be adequate. Grading of vocabulary alone would be poor.

[IV.12] Cumulative materials. Since language is highly structured, it makes a difference where the materials begin and how they progress. It is better to begin with questions like "Do you understand?" and progress to "What do you understand?" than to proceed in the opposite order. Progressing cumulatively is easier for the pupils and provides reinforcement of each pattern and word as it is used in subsequent patterns.

Each lesson should build on what has been learned and in turn become the basis for further progress toward the goals of FLES.

[IV.13] Cultural authenticity of audio-visual aids. The principle of cultural authenticity for FLES applies to any audio-visual materials used. This principle

requires that materials reflect situations and settings that are typical and representative of the target culture.

[IV.14] List of textbooks if used. A list of the textbooks used will permit an easy check in the MLA Selective List of Materials (M.J. Ollmann, Ed. Prepared and published by The Modern Language Association of America, 1962). This list gives critical ratings on 1850 items for elementary and high school pupils. The ratings were prepared by 184 teachers. Many other items were excluded from the list as unacceptable. Items published after the publication of the MLA List can be checked against reviews or expert opinions.

[IV.15] Textbooks in a format suitable to oral approach. Since an audio-lingual approach is essential in FLES, it follows that the textbooks should be suitable for this type of teaching. A grammar-translation book or a book of stories for straight reading is not particularly adaptable to audio-lingual teaching and will obstruct the work of the teacher and the progress of the pupils.

[IV.16] Textbooks that reflect the objectives of FLES. The goals of FLES, stated above, should be reflected fully in the textbooks. That is, the textbooks should be clearly directed to achieving functional use of the foreign language as a system of skills, with speaking and listening as the

primary objectives, limited reading and writing as secondary objectives for gifted children, and initial experience of the target culture in authentic and representative situations.

[V] Evaluation

[A] Use of Evaluation

[V.1] Evaluation and integral part of FLES. This is a general principle of effective teaching applied to FLES. If something is worth teaching it should be part of the evaluation, or there may be no way of determining how much of the goal is being achieved.

[V.2] Validity of evaluation activities. Since the primary goals of FLES are to teach understanding and speaking in communication situations--chiefly conversations--, validity of the evaluation activities will depend on whether or not they measure command of the language in use in situations that approximate those outside the classroom. If the evaluation activities are far removed from such life-like situations, there must be evidence that the results correlate highly with performance in such situations.

[V.3] Evaluation used for diagnostic purposes. This is to emphasize the value of evaluation in helping the pupils learn. The use of evaluation merely to give a grade to the pupil is not fully satisfactory in FLES.

[V.4] Listening comprehension tests. A listening comprehension test is the most valid and appropriate measuring instrument for a FLES program. It measures one of the two primary skills taught, it can be administered to a whole class as a group, and it can be scored objectively. The fact that listening comprehension tests are used in a FLES program is a definite asset.

[V.5] Measuring speaking facility. Since speaking is one of the two primary goals of FLES, it should be measured. The problem of measuring speaking ability is a difficult one, however. If a tape recorder is available, the students' responses should be recorded on tape to permit verification of results by more than one examiner. Lacking a tape recorder, the evaluation might take a variety of forms that should be described for the interpretation of results. An informal interview, a structured interview with graded questions, the recitation of a dialogue prepared beforehand, retelling a story, describing a picture, etc. provide samples of the speech of students, but they are not entirely comparable. The pupil's own teacher may give the interview, or it may be somebody else, or two may be on a panel to give the interview, with different interpretations possible for the grades given.

[V.6] Reading comprehension. If reading instruction

is provided, a reading comprehension test should be given at advanced levels.

[V.7] Writing facility. If writing instruction is provided, writing facility should be measured at the level at which the instruction has been directed.

[B] Evaluation on the basis of pupil performance. Pupil performance is the crucial outcome of FLES. If there were adequate testing instruments to measure pupil performance and if there were adequate norms for the interpretation of pupil performance, the evaluation of FLES could and should be objective and precise. The lack of these measuring instruments makes it necessary to depend heavily on subjective observations.

[V.8] through [V.11] Performance of the pupils in the four skills. What is superior and what is poor performance of pupils in understanding the foreign language when no norms are available? If the pupils seem to understand the language when spoken at normal conversational speed in the familiar situations in which they have been studying it, their performance is superior. If they understand most of the utterances under similar circumstances, their performance is adequate. Poor performance is characterized by requiring frequent repetition of the utterances, slower than normal conversational speed, exaggerated enunciation of the words, or missing the meaning of what they

hear.

Superior ability to speak is characterized by utterances of familiar material expressed in near native pronunciation, intonation and rhythm (the standards can and should be high in FLES in this respect) at normal conversational speed. The use of the constructions of the target language without distortions caused by the native language is also characteristic of superior performance in FLES. Familiar situations and a limited and familiar vocabulary are legitimate restrictions. Some recombination of vocabulary and sentence constructions is expected as part of superior performance in speaking.

If reading is taught, superior performance would be demonstrated by reading aloud at a comfortable speed with good pronunciation, intonation and rhythm, and being able to answer questions on the material read without having to reread it. The material should be within the audio-lingual capacity of the pupils.

If writing is taught, superior performance would be shown by the ability to write the materials that have been mastered audio-lingually.

[V.12] Spontaneous use of the FL by the pupils outside of class. A very good indicator that the pupils are thoroughly mastering the language is their spontaneous use of it outside of class. This can occur in a variety of situations,

e.g., socially among themselves, in contact with visitors, in a student led language club, etc. Lack of evidence that the language is used on the students' own initiative outside of class need not indicate that the program is not successful.

[V.13] Attitude of the pupils toward FLES. If the pupils like FLES, it is assumed that they will learn more and will be more likely to continue to study the foreign language beyond the elementary school. Therefore, any indication that the pupils like FLES is an indication that the program is successful in developing proper attitudes on the part of the pupils. Spontaneous comments by the pupils, answers to casual questions, eagerness to begin the FLES class, disappointment when the FLES class comes to an end, and many other bits of evidence may be indicative in this respect.

[VI] Organization, Supervision, In-Service Training.

[VI.1] Are students permitted to withdraw from FLES? A small number of pupils may wish to discontinue their participation in FLES after two years. These pupils are often at the upper or lower extremes of ability. It is better for the pupils and the program to let them withdraw if satisfactory arrangements can be made for them.

[VI.2] Is supervision provided? A most important factor in a successful FLES program is the supervision that can be given the individual teachers and the exchange of information that can be arranged between them. Supervision should be by someone experienced in FLES.

[VI.3] Is the FLES program an integral part of the system? Unless the program is officially integrated into the school system, security is denied it, and much effort and accomplishment run the risk of being abandoned before they can come to fruition. Good outcomes of FLES are not to be achieved without cost. Only properly trained teachers, properly supervised, can instill the learning desired. Only a program in which one year's work leads to the next and follows the one before can assure the pupil of the continuity he must have if FLES outcomes are to be achieved and be of value to him.

From the pupil's point of view, a program cut off at mid-point loses much more than half its value, because of the cumulative nature of the learning involved. Until pupils have had an opportunity to graduate from FLES and to continue language study in an upper school, there should be no rejection of the program for lack of results.

Financing. Although not a few FLES programs are financed by PTA groups and other parent organizations,

there can be no sense of security until the cost is budgeted as a normal expense of the school system.

[VI.4] Is there provision for communication and visitation among FLES teachers? This very valuable exchange will not generally occur unless formal provision is made for meetings and visits. A great deal of valuable stimulation and general improvement may result from this exchange.

[VI.5] Is there communication with teachers in the upper grades? It is important that junior and senior high school teachers be familiar with what the pupils learn in FLES and that FLES teachers be familiar with language activities in the upper grades. Such familiarity will result in better integration of the foreign language sequence through the grades. This exchange can take the form of meetings, visits, distribution of dittoed and other materials, etc.

[VI.6] Is in-service training provided for the teachers? With the scarcity of fully trained teachers, the variety of conditions under which FLES must operate, and the variety of materials that might be used, it is almost imperative that a program of in-service training be provided for the teachers. Probably no teacher should be asked to teach a FLES class without going through a period of orientation and in-service training.

3. GUIDELINES FOR THE PRODUCTION OF MEASURING INSTRUMENTS FOR THE OBJECTIVE EVALUATION OF FLES

Problem: Development of guidelines fair and feasible for the production of a measuring instrument for the objective evaluation of FLES. The evaluation should, if possible, serve the following purposes:

1. Show the general effectiveness of a FLES teacher-pupils' unit (normally a class) without necessarily singling out or identifying individual pupils. Such an evaluation (perhaps one part of the total instrument we shall propose) will doubtless call for a recording of the teacher-pupils' unit in "action." We would need to structure this "action" in such a way as to permit the subjects to show themselves off to maximum advantage, but without their being able to "practice the act" in advance. That is to say, the only way to get ready would be to learn the language.

2. Measure the learnings of the individual child in one or more or all of the four skills. At which levels should this test be used? How many forms will be needed?

In response to the first part of the problem--to show general effectiveness of a FLES class--an ad hoc committee was formed to prepare instructions for a recording of a FLES class. The committee was constituted by Filomena Peloro (chairman), Emma Birkmaier, Letitia Casanova, and

Mary Brophy. This committee prepared instructions which were accepted by the entire group and are reproduced below.

3.1 TAPING OF A FLES CLASS

[1] PURPOSE

The purpose for taping a classroom situation is to discover and list practices used in the implementation of FLES programs.

[2] FOLLOW UP

The committee recommends that the FLES class recording be followed up in the following sequence:

Step I. Taping of FLES class as outlined below.

Step II. The accumulated 15 minute recordings are carefully analyzed by a team of 3 or 4 foreign language experts in the elementary school to list and evaluate techniques found.

Step III. Design tapes that will illustrate the best practices or a graduation of practices against which FLES programs can be evaluated.

[3] INSTRUCTIONS FOR THE TEACHER

(a) The teacher should be familiar with the operation of a tape recorder and the preparation of tape recordings.

(b) Pupils to be recorded: A group of ten of the best pupils in a class section.

(c) Physical conditions: If a sound proof room is not available, plan to record at a time when there will be a minimum of noise and disturbance in order to insure a satisfactory recording. It would be wise to have a sign outside the door saying, "Recording. Do not disturb."

(d) Seating arrangements: Pupils should be seated in a circle as close to the microphone as possible. The microphone should be placed on a soft mat or pillow in the center of the group.

(e) Although many of the activities in a FLES program are acted out or require motion, for the sake of a good recording it is necessary that the pupils remain at their seats and "pretend" that they are acting or moving.

(f) Trial recording: The teacher should have one or more trial runs to test conditions and put children at ease.

(g) The tape is not to exceed 15 minutes to be recorded as a continuous sequence without interruption.

[4] CONTENT TO BE INCLUDED ON TAPE

(a) The teacher should supply the following information at the beginning of the tape.

(1) Name and location of school

(2) Name of teacher

(3) Grade level

(4) Hours of foreign language instruction completed that year

(5) Hours of instruction completed in previous years.

(b) This recording should represent as natural a classroom situation as possible. Please do not "practice" for this recording. (For example, we expect to hear errors by the pupils and their correction by the teacher.)

(c) Class content should include

(1) Introduction and practice of new material

(2) Re-entry of previously learned material

(3) In the carrying out of (1) and (2), the teacher should include the various activities which have formed a part of his normal classroom procedures.

(4) Order and amount of time spent on the above activities, within the 15 minute recording, is at the discretion of the teacher.

[5] TECHNIQUES

Version A

Checklist of techniques:

(a) Full choral response

(b) Partial group response

(c) Teacher-pupil response

(d) Pupil-pupil response

(e) Pupil-Teacher response

(f) Dramatization

(g) Spontaneous interaction of pupils stimulated by a given situation made up of recombinable elements.

[Note to the teacher] Include only those techniques which you are accustomed to using in your class.

Version B

The recording should include the techniques which you are accustomed to using in your class.

[The checklist is omitted]

The teacher may wish to add comments before the start of the tape with regard to what has been recorded, especially as to re-entry materials and how these have been treated.

Prepared by: Emma Birkmaier
Mary Brophy
Letitia Casanova
Filomena C. Peloro, Chr.

3.2 Measuring Learning by the Individual Pupil

The crucial criterion for the success of FLES is learning on the part of the pupils. The conference discussed thoroughly the problem of what should and could be measured and arrived at some promising recommendations.

It was agreed that the time and trouble of administering the measuring instrument and the cost of having it scored should be kept low.

It was also agreed that in view of the large FLES programs that vary widely in approach [e.g., 50,000 children in the Pasadena area listen to a commercial television program on a paid commercial channel while other programs use specialist teachers], individual testing was ultimately necessary to find out which approaches and devices [TV, teaching machines, tape recorders, etc.] produce the desired results.

The recording of a class is intended to determine if the FLES class follows what is considered at present good professional practices. It is also intended to collect samples of the best practices. The individual tests now under discussion are intended to measure progress by the individual student and thus show if a medium or approach to FLES is actually as effective as another when both are practiced according to good standards. The individual test

also permits program counselling and planning for the individual pupil.

Listening comprehension test

There was complete agreement that the key test could be one of listening comprehension. It can be a group test and be very valid, inexpensive, and be scored objectively. Children like such tests.

Various techniques of testing listening comprehension were considered feasible. The most important consideration, however, should be the language problems that are tested. A technique that goes through the motions of giving an utterance on tape and checking comprehension on the part of the pupils may test only words, that can more easily be tested in print. The test should include problems of sound perception and grammatical patterns as well as vocabulary.

When the content of the test is valid and representative it is possible to present the lead orally on tape and to check comprehension through action responses, pictures, or printed choices.

Action response items:

Hold out your right hand.

Put your left hand on the back of your head.

Look at the ceiling.

Please stand up.

Touch the floor with both hands.

Pictures: The pupil is shown a picture strip of a sequence of line drawings similar but different in some crucial point. A statement is made about one of them that is not true of the others. The pupil selects the appropriate drawing to show that he understands the statement.

It is crucial that the problem to be tested be clearly identified beforehand to avoid testing only for vocabulary. For example, if the lead is "My dog chased the cat" and the pictures show a dog, a man, a car, and a train chasing a cat, the pupil has to identify only one word, dog, to check the right answer. The same lead, on the other hand, with a dog chasing a cat in one, a cat chasing a dog on another, a dog sniffing the air for the scent of a cat, and a cat clawing a dog would be testing not only the word chase but the actor meaning of subject, dog, signalled by its position before the verb.

Printed answers. These can be of various types. The following is an example of a vocabulary item of the completion type. The pupil hears, "When you're sick you send for the ..." He then choses the best completion choice from the following:

1. answer
2. game
3. doctor
4. bed

The action response items are interesting for the pupils but they are quite limited in their range of usefulness and are difficult to score formally when administered to a group. The picture items have been used with good results and can be made very valid if the lead and the pictures are properly selected. The printed choices are easiest to prepare and have wide flexibility. For FLES they have the serious restriction of depending on reading skill, which is considered secondary and is expected to trail in development as compared with listening comprehension.[1]

Test of Speaking

It was generally agreed that testing the ability to speak a foreign language is difficult, but speaking ability is one of the primary objectives of FLES and should be measured.

Some suggested that a two-minute tape be made of each pupil. Others felt that two minutes might give a sample of pronunciation but would be inadequate for sampling grammatical patterns. And even a two-minute tape would be complicated to get and difficult to score objectively.

From the discussion, two major suggestions resulted: (1) For purposes of measuring the success of FLES a proportional random sample of the pupils can be given an

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[1]For a full discussion of these and other techniques and considerations see Language Testing by Robert Lado, Longmans, Green and Co., London, 1961.

adequate speaking test and it can be scored by a professional staff. With the type of sampling used by the public opinion polls, reasonably accurate information is obtained for the entire United States by interviewing a few thousand subjects. Similarly, in a program such as that of the Pasadena area with 50,000 children participating, it should be possible to obtain fairly reliable information by testing a sample of a few hundred pupils thoroughly.

(2) For purposes of obtaining accurate information on each individual student for promotion, advice, etc., it was suggested that the correlation between the listening comprehension test and the speaking test be computed. If the correlation is sufficiently high, the listening comprehension test might be used to represent both listening and speaking skill.

It was further suggested that the techniques and problems used in the listening comprehension test could be selected on the basis of their correlation with speaking ability as the criterion. By eliminating those items that correlate the least with speaking, and keeping those that show the highest correlation there is promise that a group test of listening comprehension might yield reasonably valid and reliable scores of speaking as well. This would obviate the need for a separate speaking test administered individually and scored subjectively.

The conference was greatly impressed with this possibility and was encouraged by the possibility that such a test might be produced and made available for the objective evaluation of FLES as a whole, and various approaches separately, as well as individual pupils.

The speaking test to be developed for research purposes should include pronunciation, grammatical structure, vocabulary, and fluency. The listening comprehension test should include pronunciation, grammatical structure, and vocabulary; fluency being assumed from the normal speed of the material read.

A type of item that might show high correlation between listening comprehension and speaking ability is the following: The voice on the tape says, "He <u>beat</u> the chicken with ..."

The pupil chooses the alternative that best completes the sentence: (1) his teeth
(2) a stick
(3) salt

A number of direct speaking techniques were discussed and approved or rejected on the basis of the experience of the participants.

<u>Repetition</u>: The teacher or a tape gives sentences and and the pupil repeats.

Those fists!

My winter clothes?

Try these slippers....

Do they fit your feet?

By increasing the length of the succeeding utterances the cut-off point is quickly reached for each pupil. The sentences must contain valid elements in communication not restricted to vocabulary only. This technique is useful especially if used with other techniques. It has two weaknesses: it rewards the ability to imitate, which is not the same as the ability to speak, and it poses problems of scoring.

Relay: (a telephone conversation)

Tell Johnny to wait for you.

Ask him if he has had supper.

Ask him if he wants to come over.

The pupil changes the sentences to a direct conversation. This technique was approved. Scoring can be made fairly objective by listing the errors that will be counted wrong.

Rejoinder:

What do you say when someone thanks you?

What do you say when someone calls you to come?

What do you say when someone takes leave of you?

Again the pupil transforms the questions into direct speech. This technique was also approved.

Answer: [The questions are asked by the teacher or a tape]

How old are you?

What's you dog's name?

When is your birthday?

How do you come to school?

Technique approved.

Other oral techniques:

The child records on tape one or two sentences describing a picture in the test booklet. Some reservations were voiced with regard to this technique on the grounds that the pictures reach into a different symbol system and that they do not mean enough. These limitations can be overcome by indicating what the pupil is to do with the picture, by careful editing of the pictures and directions, and by making the pictures simple and clear. Eliciting sentences from the pupils by means of such pictures is more like normal speech than the technique of imitation of model sentences. The grading of the answers should be directed to specific elements.

The voice on the tape asks a series of questions about a picture in the test booklet. The pupil records his answers. This technique was approved.

Still other techniques were discussed, e.g., a series

of three or four pictures suggesting a simple story which is recorded by the pupil, but they were not recommended because of problems of scoring or preparation of the items.

Reading tests

Two types of tests were recognized for reading: (1) Oral reading in which the student reads aloud from a text made up of familiar material, and (?) silent reading for comprehension. Reading aloud from a familiar text seemed valid for FLES and was favored by a large majority of the conference. A minority voiced two types of reservations: (1) given the great variety of FLES materials and programs, it will be difficult to find material that will be equally familiar to all FLES pupils; and (2) the problem of recording and scoring the reading performance of the students will be considerable when large numbers are involved.

One of the arguments for oral reading is that a pupil who does not understand what he is reading will not give it the proper intonation, rhythm and pronunciation. This assumption is sound, but it does not account for the pupil who does understand what he reads but is poor at reading out loud.

A further suggestion was made for differentiation of levels of difficulty. The first level would be reading aloud a text that has been memorized. The second level would involve reading a test consisting of familiar elements

recombined in different ways from those already studied. And third the reading of a text which is largely familiar but has new and unknown elements in it. The same reservations were raised about this refinement as about the oral reading technique above.

For reading in the sense of getting meaning from the printed page, the techniques described for listening comprehension are useful with proper adaptation to the style typical of reading material. For example, a paragraph gives the pupil instructions on drawing something or completing a drawing in a given way, checking a picture that coincides with the material read, etc. The response of the pupils indicates whether or not they understand what they read.

Giving a paragraph or a series of paragraphs to read and checking the pupils' comprehension by means of multiple choice items represented by pictures or written choices is the most tried and dependable technique of listening comprehension available. The material of the paragraphs and the quality of the choices must be carefully set and scrutinized, since they will determine the effectiveness of the test.

Writing test

Dictation. The student writes from dictation a text

made up of familiar materials. Technique approved by majority vote.

Completion. The student fills in the blanks left out of a familiar text. Passed by majority vote.

Reservations about reading and writing tests

Since reading and writing were not considered the primary objectives of FLES, it was felt that giving emphasis to reading and writing tests would result in emphasis on these skills in the classroom, since teachers will get the implication that this is what they should be doing.

Experimental versus general tests

A final distinction was emphasized between a listening comprehension test, which was recommended for use with all FLES pupils, and tests of speaking, reading, and writing, which are to be devised for experimental research purposes and used selectively either on a proportional sampling basis or with selected groups for specific research problems.

At which levels should these tests be used?

Although the techniques of listening comprehension involving action responses and pictures and some speaking techniques can be used successfully in the third, fourth, and fifth grades, it was recommended that a single testing instrument be prepared for each skill. Each test would have sufficient range of difficulty to allow for the collection of norms at different levels of achievement in FLES.

The conference favored the use of the tests at the end of the 6th grade when FLES ends and the junior high school language program begins.

How many forms of the tests will be needed?

No policy recommendation was expressed on this program. It was implied in the general discussion that one form of each test be prepared and tried. Continued use of the test will make it imperative to develop at least three forms which can be rotated to minimize the possibility of advanced coaching on the test itself.

Testing attitudes toward the target culture and language.

It was recommended that an experimental test of attitudes toward the target culture be developed. The suggestion was made that the semantic differential test described by Osgood in his Measurement of Meaning is an appropriate test of the intensity and polarity of a person's feelings or attitudes toward a foreign culture. Such a test could be administered to the pupils and the teachers before and after instruction, in order to collect significant data.

APPENDIX

Field Survey Evaluation Form
Foreign Language in the Elementary School

Prepared by a
Seminar at Georgetown University
Washington, D.C.
January 12-13, 1961

Complexity of the Problem. Because of the great variety of resources and practices in FLES programs, the problem of evaluation is complex and delicate. The most convincing criterion of excellence would be achievement by pupils, but it will be some time before such achievement can be measured generally. And even then, the relation between particular practices and achievement will not always be clear.

Purpose of the SEF (Field Survey Evaluation Form). The SEF is a set of guide-lines or check-list to facilitate the subjective evaluation of a FLES classroom or program in keeping with views and practices that were generally acceptable to the teachers, supervisors, and experts who participated in a seminar on the evaluation of FLES held at Georgetown University January 12-13, 1961. The participants are listed below:

Dr. Theodore Anderson
Chairman, Dept. of
Romance Languages
University of Texas

Mr. Diego De Vargas
Supervisor of Foreign Language
Institutes

Dr. Marjorie Johnston, Acting Chief
Science, Mathematics, and Foreign
Language Section
U.S. Office of Education

Dr. Emma Birkmaier
Prof. of Education
Chairman, Modern Languages at the University High School
University of Minnesota

Dr. Nelson Brooks
Modern Languages & Materials Development Center

Miss Letitia Casanova
Foreign Language Instructor
Cleveland Public Schools

Dr. Blair Hanson
Head, Dept. of Modern Languages
Allegheny College

Miss Helen Heffernan
Chief of Division of Instruction, Bureau of Elementary Education
California State Dept. of Educ.

Miss Elizabeth Keesee
Specialist, Foreign Languages Science, Mathematics & Foreign Language Section
U.S. Office of Education

Dr. Bruce Gaarder
Head, Research & Studies Unit
Language Development Section
U.S. Office of Education

Dr. Ralph Garry
Massachusetts Council for Public Schools

Mrs. Evangeline Galas
Chairman of Modern Languages
Horace Greeley High School

Miss Helen Kwapil
NDEA Foreign Language Institute
University of Mexico

Dr. Robert Lado (Chairman)
Director
Institute of Languages and Linguistics, Georgetown Univ.

Miss Filomena Pelora
Modern Languages & Materials Development Center

Miss Alice Michael
Supervisor
Foreign Language Instruction
Monterey County Public Schools

Mr. Warren Tarrant
Board of Education
Schenectady Public Schools

Official Observers

Miss Nancy V. Alkonis
Teacher of Foreign Languages
Amsterdam Public Schools

Miss Mary Brophy
Teacher of Foreign Languages
West Roxbury Public Schools

Mr. Alfred Hayes
Specialist, Foreign Languages
U.S. Office of Education

Dr. Joseph Hutchinson
Specialist, Foreign Languages
U.S. Office of Education

Miss Mary Hayes
Specialist, Foreign Languages
U.S. Office of Education

Miss Esther Eaton
Specialist, Foreign Languages
U.S. Office of Education

Miss Ela Remer
Specialist, Foreign Languages
U.S. Office of Education

When differences among the participants could not be ironed out, substantial majority opinion was allowed to prevail. Therefore, it cannot be assumed that each participant endorses every item listed.

Instructions. An observer using the SEF must observe the FLES class or program first hand and will need to interview the teacher and other persons who have access to the data desired. Blanks are to be filled if applicable. Boxes are to be checked.

I. IDENTIFICATION AND SCOPE

1. School system _____
   School _____
   Address _____
   Teacher _____
   Person preparing this form _____

2. This form describes a (check one) FLES CLASS (_)
   FLES PROGRAM (_)

3. Language(s) taught _____

4. Grade(s) of the pupils

K	1st	2nd	3rd	4th	5th	6th
(_)	(_)	(_)	(_)	(_)	(_)	(_)

5. Year in the FLES sequence in which these pupils are

1st	2nd	3rd	4th	5th	6th	7th
(_)	(_)	(_)	(_)	(_)	(_)	(_)

6. Number of FLES periods per week in each grade, and length of the FLES class periods

	K	1st	2nd	3rd	4th	5th	6th
Periods per week	_	___	___	___	___	___	___
Minutes per FLES period	_	___	___	___	___	___	___

7. Number of pupils in this FLES class or program
   Boys _____ Girls _____ Total _____

8. Are all pupils allowed to participate in FLES? Yes (_) No (_)

9. If not all pupils are allowed to participate in FLES, on what basis are they selected?
   Voluntary (_) Ability (_) Other (_)
   If by ability or other, explain _____
   _____
   _____

10. Pupils may continue the same language in grades

7th	8th	9th	10th	11th	12th
(_)	(_)	(_)	(_)	(_)	(_)

11. Provision is made to teach FLES pupils at their achievement level in grade 7. Yes (_) No (_)

    If yes, how are they handled? Separate Sections (_)
    Different materials (_)
    Different assignments (_)
    Other (specify) (_)

    _____

II. THE TEACHER (S)

1. This estimate of the teacher is based on observations made
   In class (_)
   Outside class (_)
   Other (_)
   If outside of class or other, specify _____
   _____

A. SPECIALIST TEACHER (OR AMATEUR TEACHER WHO ACTS AS LINGUISTIC MODEL)

	Superior	Adequate	Poor	No opinion
2. Auditory understanding	(_)	(_)	(_)	(_)
3. Speaking ability	(_)	(_)	(_)	(_)
4. Reading	(_)	(_)	(_)	(_)
5. Writing	(_)	(_)	(_)	(_)

	Superior	Adequate	Poor	No opinion
6. Language structure	(_)	(_)	(_)	(_)
7. Culture	(_)	(_)	(_)	(_)
8. Professional preparation	(_)	(_)	(_)	(_)

B. CLASSROOM TEACHER

Speaking ability in the target language

	Superior	Adequate	Poor	No opinion
9. Pronunciation	(_)	(_)	(_)	(_)
10. Grammar	(_)	(_)	(_)	(_)
11. Fluency	(_)	(_)	(_)	(_)

III. INSTRUCTIONAL METHODS AND DEVICES

1. Seating arrangements (check one)
   - All facing front (_)
   - Grouped around tables (_)
   - A circle or oval (_)
   - Other (_)

   If other, specify _____

2. If TV used? Yes (_) No (_)
   If yes, describe briefly _____

3. Is electro-mechanical equipment used
   - To provide language models? Yes (_) No (_)
   - To record student voices? Yes (_) No (_)
   - Other Yes (_) No (_)

   If yes in any of these, describe _____

4. Activities in evidence on the part of the pupils (give rough percentage of time devoted to each)
   - Hearing _____ per cent
   - Speaking _____ per cent

Reading _____ per cent
Writing _____ per cent
Other (describe) _____ per cent

---

5. Is most of the class time spent in talking in the target language? yes (_) No (_)
   If yes, approximately what per cent? _____ per cent

6. Is English used in class? Yes (_) NO (_)
   If yes,
   - At beginning of class Yes (_) No (_)
   - During class Yes (_) No (_)
   - At the end of class Yes (_) No (_)
   - By the teacher Yes (_) No (_)
   - By the pupils Yes (_) No (_)
   - To identify meanings Yes (_) No (_)
   - As medium of instruction Yes (_) No (_)
   - Both languages mixed Yes (_) No (_)

7. Does the teacher make skillful and effective corrections of students' errors? Yes: Superior (_) Adequate (_) Poor (_) No(_)
   If superior or poor, describe _____

---

8. Does the teacher involve the entire class in widespread participation? Yes: Superior (_) Adequate (_) Poor (_) No(_)
   If superior or poor, describe _____

---

9. What is the proportion of pupil-talk to teacher-talk?
   - More pupil-talk (_)
   - About equal (_)
   - More teacher-talk (_)

10. Do the pupils learn the dialogue, story, and drill material to the point that they can respond automatically without hesitation?
    Yes: Superior (_) Adequate(_) Poor (_) No(_)

11. Is the foreign language used to refer to what is neither present nor pictured in the classroom, that is, for full symbolic communication? Yes: Superior (_) Adequate (_) Poor (_) No(_)

12. Does the teacher use sufficiently varied techniques to maintain interest on the part of the pupils?
    Yes: Superior (_) Adequate (_) Poor (_) No(_)

13. Is the pace of the lesson fast enough to maintain interest?
    Yes: Superior (_) Adequate (_) Poor (_) No(_)

14. Is the introduction of new material paced at a rate to achieve mastery? Yes: Superior (_) Adequate (_)
No: Too fast (_) Too slow (_)

15. Is the teacher's speech distorted by slowing down or other unnatural adaptation? Yes (_) No (_)

16. Are structure pattern drills used? Yes (_) No (_)
Are grammar explanations used? Yes (_) No (_)

17. Is choral response used? Yes (_) No (_)
If yes, describe _____
_____

18. The model is followed by choral response, individual response, teacher-pupil communication, and pupil-pupil communication.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

19. Is there adequate concern for accuracy of pronunciation?
Yes: Superior (_) Adequate (_) Poor (_) No(_)

20. Vocabulary is learned in meaningful sentences rather than as separate words. Yes: Superior (_) Adequate (_) Poor (_) No(_)
If poor or no, describe _____
_____

21. Talk is emphasized, and authentic songs and games are used but only as supporting activities.
Yes: Superior (_) Adequate (_) Poor (_) No(_)
If poor or no, describe _____
_____

22. Is translation used? No (_) Yes: Occasionally (_) To abuse (_)

23. Are grammar rules memorized?
No (_) Yes: Occasionally (_) To abuse (_)

24. Are visual aids used to contribute to instruction?
Yes: Superior (_) Adequate (_) Poor (_) No(_)

25. Clearly formulated objectives for the teaching of a foreign language have been developed.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

26. There is evidence of careful preparation for the lesson by the teacher. Yes: Superior (_) Adequate (_) Poor (_) No(_)

27. Foreign language resources of the community are used if available.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

IV. FACILITIES AND MATERIALS

1. Language classroom is equipped for effective use of audio-visual aids. Yes: Superior (_) Adequate (_) Poor (_) No(_)

2. Equipment available in usable condition. Describe if necessary.
   - Tape recorder (_) _____
   - Record player (_) _____
   - Film projector (_) _____
   - Slide projector (_) _____
   - Other (_) _____

3. Materials available. Describe if necessary.
   - Realia (_) _____
   - Maps (_) _____
   - Travel Literature (_) _____
   - Craft materials (_) _____
   - Calendars (_) _____
   - Foreign money (_) _____
   - Posters (_) _____
   - Post cards (_) _____
   - Stamps (_) _____
   - Other (list) (_) _____

4. Books in English dealing with the country or area where the language is spoken are available
   - In the classroom (_) _____
   - Elsewhere (_) _____

5. There is provision for native or near-native models of a standard, acceptable form of the language for imitation.
   Yes: Superior (_) Adequate (_) Poor (_) No(_)

6. Materials give aid to the teacher in identifying and dealing with pronunciation problems.
   Yes: Superior (_) Adequate (_) Poor (_) No (_)

7. There is a syllabus or content inventory showing proposed coverage of the high frequency structural patterns.
   Yes: Superior (_) Adequate (_) Poor (_) No(_)

8. The materials provide for language learning as gaining automatic control of the structure patterns of sounds, words, and sentences for use in communication.
   Yes: Superior (_) Adequate (_) Poor (_) No(_)

9. The dialogues, stories, or other lesson materials are based on representative situations in the foreign culture.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

10. The subject matter of the materials--situations, ideas, vocabulary--are suitable to the age group of the pupils.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

11. The materials are graded in difficulty as to
Grammatical patterns Yes: Superior (_) Adequate (_) Poor (_) No(_))
Vocabulary Yes: Superior (_) Adequate (_) Poor (_) No(_)
Cultural content Yes: Superior (_) Adequate (_) Poor (_) No(_)

12. The materials are cumulative, that is, each lesson builds on what has been learned and in turn becomes the basis for further development toward the goals of FLES.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

13. Audio-visual aids, if used, represent accurately the culture of the country where the language is spoken.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

14. If textbooks are used, give their titles, publishers and editions.
_____
_____
_____

15. The textbooks, if used, are prepared in a format suitable to the oral approach of FLES.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

16. The textbooks, if used, reflect the objectives of FLES.
Yes: Superior (_) Adequate (_) Poor (_) No(_)

V. EVALUATION

A. USE OF EVALUATION

1. Evaluation forms an integral part of the class or program.
Yes (_) No (_)

2. Evaluation activities measure command of the language in situations essentially like those in life. Yes (_) No (_)

3. Evaluation is used essentially for diagnostic purposes.
Yes (_) No (_)

4. Listening comprehension tests are used. Yes (_) No (_)

5. Speaking facility is measured. Yes (_) No (_)
   Using tape recordings (_) Specify _____
   _____
   Other (_) Specify _____
   _____

6. Reading comprehension, at advanced levels only, is measured independently if reading instruction is provided. Yes (_) No (_)

7. Writing facility, at advanced levels only, is measured if writing instruction is provided. Yes (_) No (_)

B. EVALUATION ON THE BASIS OF PUPIL PERFORMANCE

8. To what degree do pupils exhibit ability to understand the foreign language when it is spoken?
   Superior (_) Adequate (_) Poor (_) None (_)

9. To what degree do pupils exhibit ability to speak the foreign language? Superior (_) Adequate (_) Poor (_) None (_)

10. To what degree do pupils read and understand the foreign language without translation?
    Superior (_) Adequate (_) Poor (_) None (_)

11. How well do advanced level pupils write the foreign language if writing is taught? Superior (_) Adequate (_) Poor (_)
    Not taught (_)

12. Do the pupils use the foreign language outside of class on their own initiative? Yes (_) No (_) No information (_)

13. Are there indications that the pupils like the FLES class?
    Yes (_) No (_)
    Specify _____

VI. ORGANIZATION, SUPERVISION IN-SERVICE TRAINING

1. Are students permitted to withdraw from language courses for which they are unsuited? Yes (_) No (_)
   If yes, what provision is made for them _____
   _____

2. Is supervision provided for the FLES teacher? Yes (_) No (_)
   If yes, specify _____
   _____

3. Is the FLES program an integral part of the system as reflected in each of the following? Check and specify.

   Budget _____ Yes (_) No (_)
   Salaries _____ Yes (_) No (_)
   Teacher Status _____ Yes (_) No (_)
   Scheduling _____ Yes (_) No (_)

4. Is provision made for communication and visitation among FLES teachers? Yes (_) No (_)
   If yes, describe _____

5. Is provision made for communication and exchange of visits with the teachers in Junior High School? Yes (_) No (_)
   Senior High School? Yes (_) No (_)
   If yes, specify _____

6. Is in-service training provided for the teachers? Yes (_) No (_)
   If yes, describe _____
   _____